

# Performing in Teams and within a Community

"The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."

—Babe Ruth

### REFLECTION

In this experience you will have the opportunity to reflect on your performance as a member of a team as well as the performance of that team as a cooperative entity. You will use **Reflector** and **Recorder Reports** as well as assessment worksheets in order to carry out this reflection.

# ON MY OWN

### PURPOSE

Although you're working hard to advance your skills in life-long learning and becoming a self-grower with the independence that affords you, you still can accomplish much more with the help of others. Many of life's situations require that you work as part of a team. The more effective you are at performing in a team, the more opportunities will be available to you and the greater your accomplishments will be. Communities are all around us, and nearly all operate by some kind of "give and take" principle. The more that you can give to your different communities, the more you will get in return from these communities.

Cultivation of your individual voice while you are a part of a team and during this class is important. Think of the opportunities you have to grow that voice in this class: (a) when serving as a team spokesperson, (b) by asking inquiry questions, (c) by expressing a difficult idea, or (d) presenting a solution to a problem.

# **O**BJECTIVES

- 1. Learn to identify and appreciate various team roles.
- 2. Understand the learning skills that are critical to successful collaboration within a team environment.
- 3. Learn to assess collaborative experiences in order to improve them.

# **DISCOVERY EXERCISE**

Using the Holistic Rubric for Performing in a Team, perform an assessment of your learning team for the last team-based activity. Use the **SII Team Assessment worksheet** contained in this activity.

# READINGS

Teams

### RESOURCES

Holistic Rubric: Performing in a Team

SII Team Assessment worksheet

### EXPERIENCE 8: PERFORMING IN TEAMS AND WITHIN A COMMUNITY

### **EXPLORATION QUESTIONS**

Think about times in your life that teams and your participation in them were fundamental to what you were doing, and answer the following questions.

1. When did you feel that you contributed the *most* to a particular team's success, and what were the five top reasons?

2. When have you felt *least* like part of a team, and what were the reasons?

3. What team roles have you played in which you were effective?

4. What team roles have you played where you felt ineffective?

5. Does everyone on a team need to have common goals in order for the team to be successful?

6. What are common practices that you use to improve teamwork?

Think about important times in your life that you were part of a community that was important to you, and answer the following questions.

1. When did you feel that you contributed to a community, and what were the five top reasons?

2. When did a community *most* benefit you, and what were the reasons?

3. When have you felt *least* like a part of a community, and what were the reasons?

4. What are five characteristics of an effective community?

5. Does meaningful participation in a community require the participants to have common values?

# AM I READY FOR CLASS?



I have completed the reading

I have answered the Exploration Questions

I have completed an assessment of my learning team, using a SII Team Assessment worksheet

# Teams

### **Professor Arbuckle's Mission**

Professor Arbuckle walks to the blackboard. He erases it completely and then writes in large block letters: FANTASY BASEBALL.

A muted but distinct "whaaaat?" is heard from the back row.

"In fantasy baseball you create the perfect team-"

"They have lists online," the same voice from the back row pipes up.

"Thank you, Fred," Professor Arbuckle says. "You'll work in small groups to examine team roles and consider the performance criteria for each role."

He starts writing on the board enthusiastically: ACTIVITY—Examining and Performing in Team Roles

"You will need to examine the personal resources each member brings to the team and use that information to build the strongest team you can with well-thought out roles. You will also need to create and implement a plan for success, assess your performance as a team, and modify the plan if needed. You will communicate your findings about teamwork, including occasions and activities where teamwork is helpful, to the class in an oral presentation. Afterward, you will perform a final team self-assessment.

"And, if that's too easy for you, I've pre-selected the people on each team. That's right," Professor Arbuckle chuckles a tad sadistically as greenish-black clouds seem to suddenly gather outside the classroom

windows. "I'm putting you with the people you haven't worked with yet. In other words, those folks you've been avoiding all semester."

Professor Arbuckle stands up tall and barks:

"Wright, Benedict, Simic, Barot, Ali!

Addonizio, Lowell, Baca, Jackson, Levine! Levis..."

Sam, Fred, Jennifer, Sandra and Ken sit in the small, overly air-conditioned, windowless classroom the teacher has assigned them to with instructions to "get to know each other" and "examine team roles." No one is talking yet. Jennifer can hear the clock ticking in the hall. Sandra and Ken exchange looks of impatience. Sam just feels sorry for everyone—including himself—but doesn't know how to break the ice.

What the heck, he thinks.

"Uh," Sam says. "I guess we need to get started as a team with our team roles. We're here, we have to complete the assignment so we might as well dive in, right?"

"Technically, we don't *have* to complete the assignment," says Fred.

Ken laughs out loud, a bit nervously.

Jennifer's mouth twitches.

"No, you're right...we don't have to. But I like my grades and this class and plan to do what I can. So let's give it a try, OK? For starters, who wants to be the Recorder and keep track of all this exciting dialog?" Sam looks around expectantly.

Whoops, Fred thinks. He raises his pencil. "Yeah. I will."

"Great," Sam says, nodding.

"Wait," Sandra says. "Do we even know what the performance criteria are for that role? Maybe we need to look more at these roles before we just start assigning or claiming them. What do you think?"

"Sandra, you're right," Sam admits, as Fred, Ken and Jennifer all nod.



### Teamwork

Teamwork is defined as the joint action by a group of people in which individual interests become secondary to the achievement of group goals, unity and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized manner to achieve a goal. The benefits of teamwork are numerous. When an effective teamwork process is employed, more can be accomplished with higher quality outcomes. Many interpersonal skills are developed as a result of teamwork. Also, individuals within a team benefit by:

- teaching others new skills
- learning to negotiate
- exercising leadership
- working with diversity
- being part of a team effort with individual accountability

The skills associated with teamwork are presented in the following table.

Team Building	Performing in a Team	Team Maintenance
defining team roles	following	negotiating
commitment to a group	collaborating	supporting
team goal setting	cooperating	compromising
planning	performing within a role	resolving conflict
	group decision making	politicking
		attending to group needs

#### Table 1 Teamwork Skills

Note that teamwork skills can be separated into three areas, 1) skills used when the team is first formed and being developed, 2) skills related to doing a job or performing within the team, and 3) skills to maintain the team when there's conflict or difficulty.

As you can see, Sam seems to be a strong team builder. Even in their first team meeting, he worked hard to open the discussion and begin the team task of assigning roles. A natural leader, Sam also demonstrated that he knows when to follow—he supported Sandra's suggestion which demonstrated cooperation, and he excelled at facilitating group decision-making. But what about the rest of the team (Fred, Jennifer, Sandra, and Ken)? What strengths did you see (at this stage you may have only seen one)? What do you think each team member needs to do to improve his or her performance in the team? And, based on what you've seen so far, what insight do you have into the team dynamics overall? If you could rewrite their first interaction to make them a stronger, more productive team, what would you have them do?

The use of teamwork is fast becoming commonplace throughout organizations in all areas of society, including business and industry, health care, public service, government, and education. Since most of you will more than likely be in team situations in your careers, it is to your advantage to develop proficiency with a wide range of skills from Table 1.

Below are some characteristics and traits that are associated with people who have strong teamwork skills and are strong team players.

Affective Issues	<ul> <li>respects the opinions and values of others</li> <li>allows team members the freedom to fulfill their assigned tasks and provides assistance when needed</li> <li>takes pride in the team and its members</li> </ul>
General Behaviors	<ul> <li>accepts full responsibility for her/his role, actions, and outcomes</li> <li>is willing and eager to perform tasks that advance the team's performance</li> <li>matches individual strengths with particular tasks</li> <li>adapts to changing situations and team dynamics</li> <li>makes positive contributions toward solving group problems</li> </ul>
Assessment and Feedback	<ul> <li>helps others improve their skills</li> <li>continually assesses the progress of the team against the mission statement</li> <li>challenges the team to increase the efficiency and quality of the processes they use</li> <li>reflects on experiences and provides insights for improvements or future changes</li> </ul>
Social Issues	<ul> <li>seeks opportunities for collaboration and teamwork</li> <li>is punctual and prepared for meetings</li> <li>does not force his or her ideas onto others in decision- making situations</li> </ul>

Based on the preceding table, what kind of team player are you? Think about what personal resources or skills you can bring to a team: Are you an organized note taker? Do you handle stress well? Do you have any special technological or communications skills? **What strengths do you bring to a team?** 

Part of being a strong team player means understanding how your unique personal skills—your resources may be of use to a team. Following are the performance criteria for the most common team roles. As you look these roles over, you may find you fit easily into one role, or you may find your skills and preferences spanning several roles.

Experience 8: Performing in Teams and within a Community

# **Team Roles and their Performance** Criteria

#### Spokesperson

- 1. Speak for the team when called upon to do so.
- 2. Ask questions or request clarification for the team.
- 3. Make oral presentations to the class for the team.
- 4. Use the Recorder's journal to share the team's discoveries and insights.
- 5. Collaborate periodically with the Recorder.
- 6. Contribute to the group as an active learner.

### Technology **Specialist**



- 1. Use the available technological tools for the team activity.
- 2. Listen, converse, and collaborate with team members; synthesize inputs, try suggestions and/or follow directions for the technology.
- 3. Retrieve information from various sources: manage the available resources and information.
- 4. Help team members understand the technology and its use.
- 5. Be willing to experiment, take risks, and try things.
- 6. Contribute to the group as an active learner.

### Timekeeper

1. Observe the time

resource for the activity

and/or record the time allocation announced by the facilitator.

- 2. Keep track of the elapsed time for various tasks and notify the Captain when the agreed-upon time has expired.
- 3. Contribute to the group as an active learner.

### Captain

- 1. Facilitate the team process, keeping it enjoyable and rewarding for all team members.
- 2. Make sure each member has a role and is performing within that role.
- 3. Ensure that all team members can articulate and apply what has been learned.
- 4. Manage time, stress, and conflict.
- 5. Accept accountability for the overall performance of the team.
- 6. Contribute to the group as an active learner.

#### Recorder

- 1. Record group roles and instructions at the beginning of a task or activity.
- 2. During an activity, record and collect important information and data, integrating and synthesizing different points of view.



- 3. Document group decisions and discoveries
- legibly and accurately.
- 4. Accept accountability for the overall quality of the Recorder's Report.
- 5. Control information flow and articulate concepts in alternative forms if necessary.
- 6. Contribute to the group as an active learner.

### **Optimist**

- 1. Focus on why things will work.
- 2. Keep the team in a positive frame of mind.
- 3. Look for ways in which team discoveries can be applied or used to the team's advantage.
- 4. Contribute to the group as an active learner.





### Reflector

 Assess performance, interactions, and the dynamics among team members, recording strengths, improvements, and insights.



- 2. Listen and observe well.
- 3. Accept accountability for the overall quality of the Reflector's journal.
- 4. Present an oral Reflector's Report positively and constructively if asked to do so.
- 5. Intervene with suggestions and strategies for improving the team's processes.
- 6. Contribute to the group as an active learner.

#### Skeptic

1. Question and check the assumptions that are being made.



- 2. Determine the issues or reasons why quality is not being met at the expected level.
- 3. Be constructive in helping the team improve performance.
- 4. Contribute to the group as an active learner.

An effective teamwork process involves a great deal more than putting people together in a group with a task to work on.

#### Planner

 Review the activity, develop a plan of action, and revise the plan to ensure task completion.



- 2. Monitor the team's performance against the plan and report deviations.
- 3. Contribute to the group as an active learner.

#### **Conflict Resolver**

1. Make sure that team members are respectful to each other.



2. Ensure that each team member is heard and acknowledged and

ensure that issues between people do not go ignored.

- 3. Check that decisions made by the team are consistent with the team's desired outcomes.
- 4. Contribute to the group as an active learner.

#### Spy

 Eavesdrop on other teams during an activity to gather information and seek clarification of direction.



- 2. Relay information that can help the team perform better.
- 3. Contribute to the group as an active learner.

The effectiveness of teamwork is greatly enhanced by having a mission or common vision, using team roles, having a plan, and assessing the performance of the team as a whole as well as the performance of individuals within the team.



#### **Define the Mission**

The mission of the team influences what resources are required and necessary to meet the team's goals and objectives. Our team's mission has already been defined by Professor Arbuckle, so they don't need to spend time figuring out what they're supposed to do, but can move directly to figuring out how they'll accomplish their mission.

#### **Build the Team**

It is important that team building occurs only after the mission is understood and agreed upon and resources are carefully considered. An important component of team building is the creation of shared ownership of goals and objectives. Team members must believe that the team's goals are worthwhile and obtainable.

The creation of team roles with job descriptions enhances accountability, performance, and unity while helping to facilitate team goals. Depending on the purpose and length of the team's mission, roles should be periodically rotated among team members so that everyone can gain experience and improve skills in different areas.

Let's see how our team is doing. So far, they've decided that Sam makes the strongest Captain, and that while Jennifer is a natural choice for Spokesperson, Sandra has volunteered to be the Reflector.

The team is now ready to discuss who should be the Recorder.

"No worries," Fred says.

"Wait," Sandra interrupts, "Look at the assignment sheet. Professor Arbuckle wants us to list the occasions and activities where teamwork is helpful —in other words, what is our team going to actually **do**?"

"You mean other than just talking about what we're going to do? We seem to be good at that., Fred notes, smiling.

Jennifer sighs loudly.

"C'mon," Sandra says, "We have a presentation to give."

Everyone turns to look at Jennifer.

"Just because I'm a journalism major doesn't mean it's TOTALLY my responsibility," she exclaims. "I can help a lot but where am I supposed to look for information on teams and teamwork?"



With his excellent leadership skills, Sam makes a strong Captain.

#### **Spokesperson**

Jennifer's background & ability to communicate with the team and to the larger class makes her an effective Spokesperson.



#### Reflector

With her earlier suggestion that the team be careful in assigning roles, Sandra has volunteered to be the Reflector.



Fred's extensive knowledge of technology and how to use it makes him perfect for this role.



#### Recorder

Ken's ability to follow the flow of the team's work and capture critical information makes him an ideal Recorder.



"Let me Google that for you, Fred says.

"I think you just volunteered for the Technology Specialist role, Fred," Sandra says wryly.

Fred starts to sit a little taller in his seat. "Yeah, OK, why not? I know search engines and how to get the most out of sites like Wikipedia. If it's out there, I can probably find it."

"Sounds like a good fit," says Ken, who sees there's one important role missing. He takes out his pen and starts writing: "*Description of team roles*" and "*Accountability*" on the top of his notebook page. And it looks like I'm the Recorder, he thinks.

#### **Create and Implement the Plan**

Once team roles are defined and decided upon, it's important for the team to develop a plan for achieving the team's goals and objectives. The process of creating the plan need not be democratic. However, it is important that all members accept responsibility for their role in first forming and then performing to the plan. Successful completion of the plan depends on "buy-in," or acceptance, by all team members. Then the plan can be implemented with team members performing according to their roles. The team Captain is responsible for the overall performance of the team.

#### **Assess Performance**

Regularly assess each member's performance according to the criteria set for each role. Also assess the team's progress as it performs the plan and works toward meeting goals and objectives. By assessing during the early stages of the plan (as well as on a regular basis), you can determine what is working and what needs to be changed.

Let's see how our team did at assessing their performance so far.

"Ok, now we need to 'assess our performance' and 'modify our plan," Sam says. "So, how are we doing, Sandra-the-Reflector?"

"I think we're doing pretty well," Sandra says. "Fred found some great stuff online about SII assessment, a formal Reflector's Report—"

"Aren't you doing that now?" Sam asks.

"No, the Reflector's Report is a *written* assessment. It has concrete steps and specific questions to help guide your thinking, but even more importantly, Fred found something we need to talk about. It's called 'assessment language'—"

"That's great, Sandra," said Sam. "So, Jennifer, what are you planning for the actual presentation?"

"Wait-" Sandra says.

"Well," Jennifer says, "I was going to create sort of cartoons, you know, for each team role and-"

"But Sam, this idea of assessment language and the way we give feedback to people, it's really important in helping the team improve–" Sandra says.

"Hang on, Sandra," Sam says, "What kind of cartoons, Jennifer?"

"Well, something edgy that would be fun but also show exactly, what each role is all about."

"Time out," Fred says, making a T with his hands. "Sandra was talking in her role as Reflector and what she has to say actually matters **right now**. I should know; I found it and read it before I gave it to her."

Everyone was silent, waiting to see who would speak. The tension grew.

"Aw, man, I'm sorry, Sandra. I interrupted you, even after I asked for your input as our Reflector," Sam says, looking somewhat embarrassed. "Fred, thanks for blowing the whistle on that play."

Fred nods.

Jennifer speaks up, "I'm sorry too, Sandra. And now I'm curious: what does *assessment language* mean?"

Sandra clears her throat. "Thanks, Sam and Jennifer," Sandra says. "Guys, it all has to do with how we use and present assessment. The formal Reflector's Report is what I'm supposed to do at the very end of the process, after we're finished with the presentation. But the idea of assessment language is that we should focus on helping team members—other *improve* our performance, not on evaluating the presentation. I've been thinking a lot about assessment language and can actually give an example right now:

In reflecting on our current performance as a team, using assessment language, I would say that we've learned to be thoughtful and respectful about listening, but that we might be faster about catching ourselves not listening next time. See? I gave a strength and a way we can continue to improve. As an insight, when we rush the process—our discussion—and focus just on the product—our presentation—we tend to get off-track and don't improve much as a team."

In the preceding dialogue, members of our team have performed an effective intervention within the team. An intervention is action taken to immediately resolve a problem. Fred shared his belief in the importance of Sandra's ideas, effectively reminding the team to respect what all members contribute. Sam, as Captain, followed through with Fred's intervention by recognizing that Fred had a valid point and that what Sandra had to share was worth the team's time and attention. Table 3 provides additional examples of typical problems that teams encounter and how they can be solved through interventions.

Problem	Solution
An individual in a team is deferring to other members of the team	Say to the Captain: "Do you realize that has great ideas that I see them keeping to themselves but could really help the team?"
The team comes in last in a competition and is feeling down about their comparative performance	Say to the team: "Can we try to identify which learning skill we're struggling with and figure out how to perform better?"
A person being ignored by the team	Say to the team: "Did you hear the great idea just gave?"
A team has finished a given activity and is relaxing before the next challenge	Say to the team: "Are there things we can explore while we're waiting for others to catch up?"

Think of teams you have been on in the past. These don't have to be formal academic teams. Your family, roommates, grade school gym class "teams," or any group of people with a common mission will work for this short exercise. **What is an example of a positive intervention you've seen?** 

#### Modify the Plan

Update the plan of action based on the assessment or as dictated by the situation and/or the team's performance. Changes and modifications can be made for both short-term and long-term. In addition to modifying the plan, options for change include shifting roles within the team, adding new team members, obtaining additional resources, and changing the goals and objectives.

### **Their Performance**

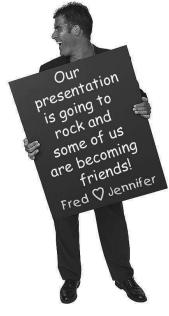
Our team is moving forward and seems to be getting the hang of their team roles and the importance of ongoing assessment. We'll catch back up with them in Experience 9 and observe closely as they implement the Communication Methodology to design, create, and deliver their presentation. For now, here are the interim Recorder and Reflector Reports that Ken and Sandra have prepared regarding their team's performance.

### How Did They Do? Assessing Written Reflector and Recorder Reports

Look over the performance criteria for written Reflector and Reporter's Reports which are listed below. In the "Instructor Feedback" space provided at the bottom of each of the forms on the previous pages, you are welcome to assess Sandra and Ken's report. For each, name one strength, one area for improvement, and write a sentence describing one insight you gained upon reading each report.

#### Criteria for a Written Recorder's Report

- records accurate information
- identifies the team's most important discoveries
- summarizes the processes used by the team and identifies the context
- identifies the concepts and tools used by the team



"C'mon, Ken. Gimme the sign back. That's not funny." –Jennifer

#### Criteria for a Written Reflector's Report

- concise
- clear
- accurate
- · cites specific examples to convey meaning
- refers to key skills used by the team
- · documents affective issues prioritizes most important information
- focuses on areas identified in the performance criteria
- provides one insight gained about the learning process and explains the significance of the insight

Nama	Ken	
Name Team	Sandra, Sam, Jennifer, Fred, Ken	Recorder's
Date	4/15	Bonort
Activity	Team Role Presentation	Report
Before t	he activity	
Record the ba	sic agenda or plan as outlined by the team leader:	Build a team based on group resources and team roles;
research t	he benefits of teamwork and how to go a	bout it most effectively; present findings to group.
During t	he activity	
Important inf	ormation to be documented: Team roles, i	ndividual and group accountability, research, assessment.
During t	he activity	
Important inf	ormation to be referenced. Where did you get key inforr	nation? See attached bibliography sheet.
Technolog	gy Specialist found academic journals onl	ine.
At the e	nd of the activity	
State the three	most important discoveries learned from the activity along	with the significance of each and how each can be applied.
	not yet finished with our presentation, b each step properly, we gain important ir	ut we've learned not to hurry the process. When we take the time nsights.
2. Each team member is important, and his or her discoveries need to be respected. We learned how to use as- sessment language within the group as well as in formal assessment situations; we found assessment language increased individual performance.		
findir	-	oles allowed us to be very effective when it came to things like d Recorder) or shifting team perspective back to a more helpful
r X	Strengths:	
Instructor Feedback	Areas for Improvement:	
Insti Fee	Insights:	
		Convright © 2013 Pacific Cres

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Date 4/15 Activity Team <b>Team Perform</b> Our team's greatest stree great about stepp	A, Ken, Fred, Sam, Jennifer Roles Presentation Role
We just assigned	oles until we realized that wasn't right. That wasted at least two team meetings. Then, we talked
	formation Fred found without really considering how it would be used in our presentation. I guess
	was a sign that we got along really well, but just talking isn't really getting the presentation created Going down blind alleys but then listening and making changes are
	learning during this activity: Going down blind alleys but then listening and making changes are ame coin. So our greatest weakness and our greatest strength is the same character trait.
Individual Per	formance
Name: Sam	Team Role: Captain
Strength: Affectiv	e skills; is sensitive to people feeling appreciated and always thanks people
Area for Improvement:	Try not to rush the process too much
Name: Jennifer	Team Role: Spokesperson
	now hold audience interest (she's fun to listen to and watch) and will be a strong presenter
Area for Improvement:	Could learn to relax a little more; when she's nervous, she gets a little sarcastic
Name: Ken	Team Role: Recorder
Strength: Has a lo	t of experience
Area for Improvement:	Needs to be more forthright with his experience; we can learn from him
Name: Fred	Team Role: Technology Specialist
	so much about going online and doing research
Area for Improvement:	I bet you thought I'd say he needs to stop joking around, right Professor Arbuckle? But I like
	his jokes, and they add warmth to the team meetings. No, his real weakness is that he tends to
	put down the rest of us for not knowing the tech stuff he knows. That's an affective skill, respect.
Name: Sandra	Team Role: Reflector
Strength: Trouble	shooting
Area for Improvement:	I need to learn to assert myself when I'm dismissed so others don't have to step in for me.
Strengths	
Strengths Areas for I Insights:	mprovement:

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#### RESOURCE

### Performance Levels for Performing in a Team

#### Level 5—Team Catalysts

- 1. Stimulate team unity by advancing ideas of others and filling in gaps of team performance.
- 2. Leverage their roles to enhance others' roles and work faithfully to engender trust.
- 3. Mediate consensus by actively and sensitively soliciting contributions from all team members.
- 4. Facilitate conflict management for both individual and group attainment of common goals.
- 5. Always ensure critical elements are vividly documented for continuous reflection and assessment and inspire others to do the same.

#### Level 4—Team Players

- 1. Support team unity by valuing others' ideas through rephrasing and improving others' performance.
- 2. Use their roles effectively with others and can be trusted to contribute more than their fair share.
- 3. Appropriately contribute to the decision-making process.
- 4. Alter personal behavior to focus on the use of conflict to attain common goals.
- 5. Ensure all elements of the process and outcomes are frequently documented for use in assessment and reflection.

#### Level 3—Contributors

- 1. Add to team unity by listening well, sharing ideas, and assisting in producing outcomes.
- 2. Accept their roles and responsibilities and are generally reliable for contributions to the team.
- 3. Contribute to decisions and value the input of others.
- 4. Appreciate the positive potential of conflict but make limited use of it in attaining common goals.
- 5. Regularly document some elements of the process and outcomes for use in assessment and reflection.

#### Level 2—Group Members

- 1. Make a modest impact on team unity by sharing few ideas and doing only what is assigned.
- 2. Fulfill basic roles' responsibilities and can be relied on with supervision.
- 3. Make contributions to decisions but sometimes insensitively or inappropriately.
- 4. Recognize existing conflicts but contribute little to the use of conflicts to attain common goals.
- 5. Document own work and provide reflection when prompted.

#### Level 1—Individualists

- 1. Weaken team unity by ignoring others' ideas and limiting working with others.
- 2. Assume role without regard to others and are seldom reliable.
- 3. Make contributions when solicited without valuing the contributions of others.
- 4. Avoid or ignore all conflict, which could derail effort toward attaining the common goal.
- 5. Occasionally document own work and rarely assess progress.

### EXPERIENCE 8: PERFORMING IN TEAMS AND WITHIN A COMMUNITY

NameTeam	
Team Members Assessmen	t I
Date	
The following were our team's two greatest strengths along with the reasons why or how they were our strengths:	
1	
2.	
Our two areas for improvement, followed by short and long-term action plans explaining how we plan to improve are:	
1	
Short-term plan	
(now)	
Long-term plan	
(in future)2.	
Short-term plan	
(now)	
Long-term plan(in future)	
Our top three insights into working together as a team are (use the reverse of this form if necessary):	
Strengths:	
Areas for Improvement:	
Strengths:         Areas for Improvement:         Insights:	

Experience 8: Performing in Teams and within a Community

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# IN MY CLASS

# **Team Design Project**

## **W**нү

The concept of team is rapidly gaining importance in manufacturing, management, and education. On a winning team, each player meshes his or her abilities with other teammates toward achieving the task at hand. The combination is greater than the sum of its parts. In this activity, you learn to appreciate the value of assigning roles and developing a plan at the beginning of a problem solving design process.

# LEARNING OBJECTIVES

This learning activity will teach you to:

- 1. Develop teamwork skills in a fun, problem-solving environment.
- 2. Identify and then select team roles which will help your team efficiently solve a specific design problem.
- 3. Appreciate the value of agreeing on a plan for your design before you begin building.

# PERFORMANCE CRITERIA

If you successfully complete this activity, you will be able to:

- 1. Successfully build a tower as a team
  - The number of points your team scores
  - The creativity displayed and the uniqueness of the tower design
- 2. Complete a team Recorder Report
  - Records accurate information
  - Identifies the team's most important discoveries
  - Summarizes the processes used by the team and identifies the context
  - Identifies the concepts and tools used by the team
- 3. Complete a team Reflector Report
  - Concise, clear, accurate
  - Cites specific examples to convey meaning
  - Refers to key skills used by the team
  - Documents affective issues
  - Provides one insight gained about the learning process and explains the significance of the insight

### INFORMATION

Your design team is competing for a contract to build transportable radio towers for reporting wildfires in remote locations. It is imperative that these towers be as tall as possible to ensure that no fire reports are missed. Using a minimum amount of materials to keep both the cost and the weight down is also desirable. The contract will be awarded based on your ability to build a freestanding prototype on the cardboard base

Session: Workshop: L2L: A View from the Top of the Tower

#### Experience 8: Performing in Teams and within a Community

you are given. The only materials you may use are recycled paper and transparent tape. Your team's score will be computed by the formula:

$$Score = \frac{H}{\sqrt{(30 - N)}}$$

where  $\mathbf{H}$  is the height in centimeters and  $\mathbf{N}$  is the number of full, non-mutilated sheets of recycled paper *returned* at the end of the competition.

### PLAN

- 1. Form teams of six. At a minimum use team roles of Captain, Recorder, and Reflector, but use others as you deem necessary.
- 2. Carefully read the Information section.

Your team has 30 minutes to complete Steps 3–7 of the Plan.

- 3. Identify and select a role for each team member that you feel can help the team win the competition.
- 4. Brainstorm ideas for designing your tower.
- 5. Decide upon a plan for your tower design.
- 6. Submit an outline of the team roles and the design plan to your instructor before receiving the materials.
- 7. Build your prototype according to your plan with each team member functioning in his/her role.
- 8. When your instructor calls time, move your prototype to the designated location.
- 9. Calculate your team's score by using the formula provided in the Information section.
- 10. Each team should complete both a Reflector's and Recorder's Report

# Resources

•

• calculator

- 30 sheets of recycled paper
- pair of scissors

• your team members

construct the tower)

- roll of transparent tape
- 30 minutes (to plan and
- corrugated cardboard base
- Reflector Report
- Recorder Report

# **CRITICAL THINKING QUESTIONS**

1. How were the team roles decided upon and selected?

2. Which roles were most important to the success of your design and why? Which roles were least important and why?

3. Were the roles important for your team design because of the role itself or the person performing the role? Why?

- 4. What are the three most important features of your design?
  - •
  - •
  - •
- 5. What is your anticipated score? What changes in your tower design might improve your score?
- 6. What is the rationale behind the scoring formula used in this competition?
- 7. What do you think is the optimal team size for this particular project? Why?

WORKSHEET	Experience 8: Performing in Teams and within a	

Name Team Date Activity			
Team	Performance		
Our team	's greatest strength and why:		
Our team	's greatest area for improvement and how the improvement c	an be made:	
An insigh	t gained about learning during this activity:		
Indivi	dual Performance		
Name: _		Team Role:	
Strength:			
Area for I	mprovement:		
Name: _		Team Role:	
Strength:			
Area for I	mprovement:		
Name: _		Team Role:	
Strength:	Strength:		
Area for I	mprovement:		
Name:		Team Role:	
Strength:			
Area for I	mprovement:		
2 ×	Strengths:		
Instructor Feedback	Areas for Improvement:		
stri eed			
5	Insights:		

Name Team	Recorder's
Date	
Activity	— 4
Before the activity	
Record the basic agenda or plan as outlined by the team leader:	
0	
During the activity	
Important information to be documented:	
	(continued on the other side)

Durir	ng the activity
	nt information to be referenced. Where did you get key information?
At th	e end of the activity
State the	e three most important discoveries learned from the activity along with the significance of each and how each can be applied.
1	
2	
3	
	Strongthe
Instructor Feedback	Strengths: Areas for Improvement:
Instructor Feedback	
2 4	Insights:

# **MY LEARNING & GROWTH**

### CHALLENGE

The more comfortable we are with assuming different roles in team and community efforts, the greater our ability to realize greater learning and the kind of synergy that only comes from working well and productively together becomes. In this section of the experience, you shall address both a team and community situation in which you are not performing anywhere close to the level you want to. You will examine the roles you have assumed, assess your ability to collaborate and cooperate, and improve your contribution and value of both your team and community.

# TOOLS/WORKSHEETS

SII Self-Assessment worksheet

My Life Vision worksheet

### PREPARATION

Review the Holistic Rubric for Performing in a Team and consider the various teams and communities of which you are an active part.

# **PROBLEMS TO SOLVE**

Select one team of which you are a member and one community of which you are a part where you feel that you are not producing the level of value you want. Perform a self-assessment of your performance for the roles (formal or informal) that you fulfill in each, using the Holistic Rubric for Performing in a Team. Use the **SII Self-Assessment worksheet** for the assessments.

Answer either of the following reflection questions on the reverse of one of the **SII Self-Assessment** worksheets provided for this experience. Write at least half a page.

1. How important is it to understand every role with a team so that you can play your role more effectively by helping others play their roles more effectively?

OR

2. What makes a community effective, and what obligations do community members have in order to help strengthen the community?

# MY LIFE VISION

"My Community." To complete your **Life Vision worksheet** for this experience, either 1) perform an analysis of the community you come from or 2) describe the communities that you want to be part of in the future.

# SELF-ASSESSMENT, EXPERIENCE 8

S	My two greatest strengths (along with the reasons why or how they were my strengths)
<b>STRENGTH</b>	1.
STREN	2.
ENT	My two areas for <b>improvement</b> 1
VEM	Short-term plan (improving for the next Experience)
<b>AREAS FOR IMPROVEMENT</b>	Long-term plan (in future, in general)
DR II	2
AS FC	Short-term plan (improving for the next Experience)
ARE/	Long-term plan (in future, in general)
<b>INSIGHTS</b>	Insights about my performance:

### ACTIVITY END

"Sticks in a bundle are unbreakable."

-Kenyan Proverb

"Coming together is a beginning. Keeping together is progress. Working together is success." —Henry Ford

# Experience 8: Performing in Teams and within a Community

Name Focus	Self-Assessment		
	period or activity		
	owing were my two greatest strengths along with the reasons why or how they were my strengths:		
2.			
	areas for improvement, followed by short and long-term action plans explaining how I plan to improve are:		
Sho	rt-term plan (now)		
(i	g-term plan n future)		
2			
Sho	rt-term plan (now)		
	g-term plan n future)		
An asse	An assessment of my performance against previous action plans indicates progress in the following areas:		
My pers	onal growth was most enhanced by doing:		
The rea	sons why I grew are:		
My mood and attitude toward learning during this time was:			
Knowing	g this will improve my performance by:		
tor ck	Strengths:		
Instructor Feedback	Areas for Improvement:		
Ins: Fee	Insights: (continued on the other side)		

WORKSHEET	Experience 8: Performing in Teams and within a Communit

## Experience 8: Performing in Teams and within a Community

Name Focus Time period or activity			
	owing were my two greatest strengths along with the reasons why or how they were my strengths:		
2.			
	My two areas for improvement, followed by short and long-term action plans explaining how I plan to improve are: 1		
Lor	ort-term plan		
Lor	ort-term plan		
My per	sonal growth was most enhanced by doing:		
The reasons why I grew are:			
My mood and attitude toward learning during this time was:			
Knowin	g this will improve my performance by:		
ctor	Strengths:		
Instructor Feedback	Areas for Improvement: Insights: (continued on the other side)		

WORKSHEET	Experience 8: Performing in Teams and within a Community		

	My Life Vision	(continued on the other side)
Name	Date	
Tonic	My Community	
Topic		

WORKSHEET	Experience 8: Performing in Teams and within a Communit

		– Planner's
	Time Allotted	Report
leeting/Activity _		
lanning		
C C	at should the meeting/activity accomplish	n?)
Resources Rec	<b>juired</b> (tools, handouts, technology, etc.)	)
Preparation Pe	equired (what should team members do	to propare for the meeting/activity/2)
Personnel (if no	official team role, indicate "guest")	
Name: Team Role:		Team Role:
Name: Team Role:		
	ame: Team Role:	
		_ Team Role:
		Team Role:
		_ Team Role:
	nda/Schedule (what will be the conter	nt or focus of the meeting/activity?)
Achieve closure of pr	revious items:	
New items:		
Action items (tasks to	b be accomplished)	
Action items (tasks to	be accomplished)	

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Follo	w-up
	on Item Assignments
Item:	Name:
Quali	y expectations:
Item:	Name:
Quali	y expectations:
Item:	Name:
Quali	y expectations:
Item:	Name:
Quali	y expectations:
Item:	Name:
Quali	y expectations:
Item:	Name:
Quali	y expectations:
	at degree were outcomes met? (Note strengths and areas for improvement.)
To wh	at degree were resources used effectively? (Note strengths and areas for improvement.)
To wh	at degree were team members prepared? (Note strengths and areas for improvement.)
To wh	at degree was time used effectively? (Note strengths and areas for improvement.)
stor	Strengths:
Instructor Feedback	Areas for Improvement:
Ins Fe	Insights: